Online Course Development Handbook
For Instructional Facilitators
Table of Contents

Purpose .............................................................................................................................................. 2
Team Member Roles and Responsibilities ......................................................................................... 3
Online Course Development Process Flowchart ............................................................................... 4
Course Development Meetings ......................................................................................................... 5
Deliverables and Task Checklist ......................................................................................................... 8
Andrews University Standards for Teaching Online ......................................................................... 9
Storyboarding Your Course ................................................................................................................ 11
Syllabus Review .................................................................................................................................. 13
Discussion Forum: Background in Online Courses.......................................................................... 14
Discussion Forum: Planning Guide ...................................................................................................... 15
Learning Hub Overview and Online Help .......................................................................................... 18
Technology Tools to Support Online Instruction ............................................................................ 19
Lesson Template ................................................................................................................................. 20
How to Prepare Materials for Submission to DLiT ........................................................................ 21
Checklists ............................................................................................................................................ 25
Getting Started Meeting ................................................................................................................... 26
Learning Design Meeting .................................................................................................................. 28
Technology and Tools ......................................................................................................................... 30
Course Material Verification Meeting ............................................................................................... 333
Course Pre-launch Meeting ................................................................................................................ 38
Course Launch Monitoring ................................................................................................................ 39
Course Review Meeting .................................................................................................................... 40
Course Evaluation Meeting ............................................................................................................... 40
Other Meetings .................................................................................................................................... 41
Purpose
To assist course authors and instructional facilitators with a roadmap to effectively develop and deliver quality instruction online.

Timeline
From the initial meeting until the course launches, plan for a minimum of six months in order to create a quality course that adheres to Andrews University online standards.

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Support Resources
- Technology Quick Reference Guides: http://www.andrews.edu/distance/dlit
- Online Course Development Support Resources: https://LearningHub.andrews.edu/course/view.php?id=4579
- Library Databases: http://www.andrews.edu/library
## Team Member Roles and Responsibilities

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Author</td>
<td>Design the course for significant student learning.</td>
</tr>
<tr>
<td></td>
<td>Write the syllabus.</td>
</tr>
<tr>
<td></td>
<td>Compose module overviews, activities, assessments, and content presentations.</td>
</tr>
<tr>
<td></td>
<td>Provide course content to DLiT staff in specified formats by specified dates.</td>
</tr>
<tr>
<td>Instructional Facilitator</td>
<td>Act as the main point of contact for course authors throughout the development process.</td>
</tr>
<tr>
<td></td>
<td>Assist course authors through the design and development process.</td>
</tr>
<tr>
<td></td>
<td>Provide guidance and training in alignment of outcomes, activities, assessments, and materials.</td>
</tr>
<tr>
<td></td>
<td>Provide guidance and training in selecting technology tools for engagement activities, formal and informal assessments, and content presentation.</td>
</tr>
<tr>
<td>Instructional Designer</td>
<td>Train and mentor instructional facilitators with the process of working directly with course authors.</td>
</tr>
<tr>
<td></td>
<td>Act as instructional facilitator for some courses.</td>
</tr>
<tr>
<td></td>
<td>Supervise instructional facilitators.</td>
</tr>
<tr>
<td>Course Manager</td>
<td>Write contracts.</td>
</tr>
<tr>
<td></td>
<td>Remind people of deadlines.</td>
</tr>
<tr>
<td></td>
<td>Supervise student workers who input content created by the course author into Learning Hub site.</td>
</tr>
<tr>
<td></td>
<td>Create Learning Hub (Moodle) site skeleton.</td>
</tr>
<tr>
<td>Educational Technology</td>
<td>Provide technical support and training to the Course Manager and instruction facilitators.</td>
</tr>
<tr>
<td>Support Manager</td>
<td>Research new technology tools and Learning Hub features to share with Instructional Facilitators and Instructional Designers.</td>
</tr>
<tr>
<td>Associate Dean of Distance Education</td>
<td>Track and monitor progress.</td>
</tr>
<tr>
<td></td>
<td>Oversee evaluation and review of the course design process.</td>
</tr>
<tr>
<td></td>
<td>Act as instructional facilitator for a few courses as needed.</td>
</tr>
<tr>
<td>External Reviewers</td>
<td>Verify quality and alignment with Andrews University Standards for Teaching Online</td>
</tr>
<tr>
<td>Editors</td>
<td>Edit course materials for typographical and punctuation errors</td>
</tr>
<tr>
<td></td>
<td>Verify web links are correct.</td>
</tr>
<tr>
<td></td>
<td>Verify consistent formatting and wording in course materials.</td>
</tr>
<tr>
<td></td>
<td>Edit course setup for usability by students.</td>
</tr>
</tbody>
</table>
Online Course Development Process Flowchart

The Getting Started Meeting
Meet the team.
Author assessment interview.
Review handbook.
Create individual development plan.

Learning Design Meeting
Storyboard Framework
How to organize and align the course.
(Measurable outcomes, learning activities and assignments, assessments, materials & media)

Task
Write draft syllabus,
Be sure to establish a clear date for draft syllabus.

Learning Design Meeting
The focus here is on alignment and curriculum design. Quality time spent in this area will save time later in the Technology and Tools section.
Verify textbook information is sent to Lon.

Technology and Tools Meeting
Intro to Learning Hub
(types of activities & assignments)

Task
Write lessons.
(outcomes, readings, assignment list, due dates, class schedule)

Meeting
Review how to turn in materials
(file structure, etc)
IF is the main contact for questions about how the course should be entered. Be very clear with authors about structure and formats.

The next row can be meetings, if necessary.

Formal Assessments
Include how to grade, proctoring, gradebook, exam creation and structure, etc.

Engagement & Learning Activities
Use the Learning Hub Tools chart to review different possibilities.
Listen carefully to the outcomes and watch for alignment throughout this process

Content Presentation
If using Panopto, remember to teach and then verify that quality is good after one small video, then let them move on with creating all the others.

Meeting
Course Material Verification
Make sure that materials are organized and formatted properly

Turn in course

Meeting
Course review with author.
Prepare to teach the course.

Tasks
Support a smooth launch of course.
Assist with monitoring the General Questions forum.

Meeting
Review student and external reviewer course feedback.

Meeting
Final course debrief with author.
Course Development Meetings

The role of the instructional facilitator (IF) is to adjust the following process to meet the instructional and development needs of the course facilitator. The chart of deliverables is required of all course authors, but the Learning Design and Technology and Tools Meetings should be customized to each course author and should match the individual plan created in the first meeting.

Contracts for course authors are tailored to each author’s needs and the IF should work diligently to assist the author in developing a quality course that represents the high quality standards of Andrews University.

1. **Getting Started Meeting**  
   **Associate Dean, Instructional Designer, Course Author and Instructional Facilitator**
   GOAL: To introduce the people and processes of the online course development process and to begin the conversation on how to transform the course into an online format.

   This meeting will be led by the Associate Dean or Instructional Designer. After the meeting, the Instructional Facilitator will take the lead working directly with the course author.

2. **Learning Design Meeting**  
   **Course author and Instructional Facilitator**
   Goal: To create significant learning experiences online by aligning student outcomes with learning activities and meaningful assessments.

   This meeting is not focused on technology tools at all. The conversations during this meeting should all focus on alignment and the instructional integrity of the course. Using the storyboard as the foundation, assist the author with thinking about course design and organization.

   Remember to include the introductions of both the instructor and the students during the Learning Design Meeting. Those introductions are the foundation of developing a strong community of learners.

   The key focus of this meeting is alignment of student outcomes with student engagement and learning activities, and formal assessments and feedback. Time spent developing this alignment at this point will enable the rest of the process to progress smoothly.

   This meeting should also introduce the Faculty Directed Credit Hour Spreadsheet as you guide them toward their goals for this course. After the syllabus is turned into the IF, you will need to complete this spreadsheet with the author.

3. **Technology and Tools Meeting**  
   **Course Author and Instructional Facilitator**
   GOAL: To provide an overview of technology tools; selecting tools to meet the learning outcomes (working from the storyboard), and discussing methods of delivery of course materials to DLiT. This stage is a series of meetings, depending on the level of skill and needs of the author.

   As you move into the Technology and Tools Meetings, work with the author to determine the most effective technology needed to achieve the stated student outcomes. Some tools are built into Learning Hub and others from outside may be incorporated. If you need training
on any tools, please arrange that training with the Educational Technology Support Manager.

The next three meetings work on deepening the author’s understanding of online course design by aligning learning activities and formal assessments to achieve the stated student outcomes. Work with the author to determine how to best present their content in a rich, quality online format. Remember to guide them in proper preparation of the materials for submission to the DLIIT office. Following the guidelines will help the flow of development progress smoothly.

4. **Course Materials Verification and Submission Meeting**  
   **Course Author and IF**  
   **GOAL:** To review all materials prior to submission to DLIIT offices for Learning Hub course development.

   Student workers under course manager supervision will create Learning Hub course and enter content. Instructional Facilitators review materials to be sent to student workers. Student workers will contact Course Manager who will contact IF who will contact authors for clarification. Careful review of materials at this meeting will help the student workers enter the course without having to ask many questions.

5. **Course Pre-Launch Meeting**  
   **Course Author and IF**  
   **GOAL:** To review technical mechanics within the course to facilitate a smooth launch of the course for instructors and students.

   Make sure the author knows how to navigate the course and work with assignments. This meeting is critical. Think of it as a dress rehearsal. Make sure that all the links are working and that the author/instructor is comfortable with the technology.

6. **Course Launch Monitoring**  
   **Instructional Facilitator**  
   **GOAL:** To monitor the first ten days of class to ensure instructor and students are navigating the site.

   During the first 10 days of the launch of your author’s course, you will be checking on the students and supporting your author as they begin their online course. You are not the instructor. You are monitoring and making sure that no one is confused or lost. The forum with General Questions about the course is what you will be checking to help with any logistical issues the students might have.

7. **Course Review Meeting**  
   **Course Author and IF**  
   **GOAL:** To analyze the feedback from the first part of the course to determine if any adjustments need to be made during the semester.

   After the 20% survey is done; read it over and see how things are going. Then schedule the Course Review meeting to talk things over on how it’s going. Consider it a problem-solving/discussion for what’s going well meeting. Additional training or retraining may be needed.

   The key during this meeting is that the author must feel comfortable. You are working with the author to determine the value of the feedback and whether any adjustments need to be
made during the class.

8. **Final Course Evaluation Meeting Course Author and IF**
GOAL: To evaluate the entire process from the beginning Getting to Know You meeting through the ongoing support during teaching of the class.

Along with the author/instructor, you will make recommendations about what worked, what didn’t work, or other ideas to try during the next iteration of the course. This is a good time to work with the author to think about how to adjust some instructional strategies for the next time; maybe a different way to use a discussion forum or another strategy.
## Deliverables and Task Checklist

Creating a quality online course includes many tasks and stages of development. This document will help guide you through the process. If at any point, you are uncertain or need assistance, contact your instructional facilitator. During your initial meeting with your instructional facilitator, be sure to note the due dates for deliverables and trainings.

<table>
<thead>
<tr>
<th>Task/Deliverable</th>
<th>Notes/Training</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion and analysis of face to face instruction or previous online course(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete contract and HR paperwork</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Login for Andrews account</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email <a href="mailto:assocdeeanonline@andrews.edu">assocdeeanonline@andrews.edu</a> to schedule your SloanC workshop</td>
<td>Your SloanC Workshop site and login:</td>
<td></td>
</tr>
<tr>
<td>Draft syllabus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Textbook Selection</td>
<td>Email this to course manager ASAP</td>
<td></td>
</tr>
<tr>
<td>Storyboard</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lessons</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formal Assessments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Activities &amp; Assignments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content Presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final syllabus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SloanC Workshop Certificate</td>
<td>Email to <a href="mailto:assocdeeanonline@andrews.edu">assocdeeanonline@andrews.edu</a></td>
<td></td>
</tr>
</tbody>
</table>
Andrews University Standards for Teaching Online

**Standard: Faith Integration**

**Description:** The course provides students opportunities to grow in their understanding of life, learning, and civic responsibility from a Christian point of view.

**Standard Source:** Andrews University Mission Statement

**Target Implementation Goal:** There are 3-4 course learning experiences that encourage growth in students’ understanding of life, learning and civic responsibility from a Christian point of view.

**Standard: Critical Thinking**

**Description:** The course expects students to demonstrate the ability to think clearly and critically.

**Standard Source:** Andrews University Mission Statement

**Target Implementation Goal:** The course includes opportunities for students to think critically by requiring them to do most or all of the following:

- define and describe a relevant issue from multiple angles,
- evaluate sources of information,
- identify and question other’s and one’s own assumptions,
- acknowledge different sides of an issue,
- share a conclusion logically tied to a range of information including opposing viewpoints, and/or
- identify consequences and implications.

**Standard: Student Reflection**

**Description:** The course promotes thoughtful student reflection through activities and opportunities which guide students in reflecting on the content and its application.

**Standard Source:** Andrews University Strategic Plan Pillar Community and Strategic Initiative #4.

**Target Implementation Goal:** Substantive guidance and opportunities are provided to students for them to reflect personally and professionally on the course content and its application. Instructor feedback is provided on these reflections.

**Standard: Faculty Presence**

**Description:** The interactions between faculty and students within and outside the course are substantive and regular, and the students perceive the instructor to be “present” and “immediate” in the course.

**Standard Source:** “Regular and substantive interaction with the instructor” is a federal requirement for “interactive online” courses. “Self-paced” courses must meet at least the Emerging level.

**Target Implementation Goal:** The instructor’s teaching presence is evident in the course design and organization, the facilitation of discourse, and direct instruction. The instructor’s immediacy is evident through consistent interaction, accessibility, prompt feedback, and self-disclosure, humor, and personal interaction.
Standard: Learning Community

Description: The course offers an engaging learning community.

Standard Source: Andrews University Strategic Plan Pillar Community and Strategic Initiative #4. A high level of interaction between the instructor and the student is also a federal requirement for “interactive online” courses. A learning community is not required for “self-paced” courses.

Target Implementation Goal: The participants and instructor are engaged and present in facilitating social and cognitive (learning) opportunities for interaction among the students.

Standard: Stimulating Learning Experiences

Description: The course provides diverse opportunities for engaging intellectual discovery, inquiry and creative problem-solving.

Standard Source: Andrews University Mission Statement

Target Implementation Goal: Most of the learning experiences allow for intellectual discovery, inquiry, and creative problem solving. Most of the learning experiences provide choices for students to meet the content standards in a variety of ways that allow for various learning styles and individual interests.

Standard: Assessment

Description: The course’s assessment is appropriately linked to the learning outcomes and uses appropriate measurements for the type of knowledge or skills being assessed.

Standard Source: Andrews University Philosophy of Assessment

Target Implementation Goal: Assessments are based on, and at the same level of learning, as the stated course/program outcomes. Instructions clearly inform students of what is expected. Rubrics are used appropriately for subjective assignments. Exams are appropriately proctored.

Standard: Web Design Quality

Description: The course is designed for accessible web delivery with user friendly navigation and organization, visually appealing graphics and components, and is copy-edited for correct English usage.

Standard Source: Andrews University

Target Implementation Goal: The course is organized by weeks or modules, has a clear section at the top to introduce students and instructions on how to get started, and most components are labeled consistently throughout the syllabus, course content, and activities.

The course is visually appealing with consistent appropriate color usage, includes instructor photo and contact information prominently placed, graphics to enhance the navigation, and photos to appropriately enhance the content with image sources credited.

The course is free from grammar errors, typos, and other copy errors.
Storyboarding Your Course

What is the big picture of your course? A storyboard is used to plan movies, websites, etc. This process will help you organize your content by aligning outcomes, assignments, and assessments into a cohesive course framework.

A successful storyboard keeps the focus on the learning; why are students learning the content; how will this activity/media help them meet specific learning outcomes.

Choose one of these storyboard options to complete.

- Time-based (weekly format)
- Module/Concept based (may span multiple or partial weeks)
- Activity or project based (i.e., writing three essays)

<table>
<thead>
<tr>
<th>Measurable Outcomes</th>
<th>What will the students learn? This must be measurable.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td>Mastery of the learning outcomes. This must have a link or hook to the activities, assignments, and student engagements in some way. Look for alignment. What does that tell you about how the student understands the outcome?</td>
</tr>
<tr>
<td>Activities and Assignments</td>
<td>How will the students practice the learning outcomes? This is the bridge between the objectives and the assessments. What does that tell you about how the student understands the outcomes?</td>
</tr>
<tr>
<td>Content</td>
<td>What will the students use to learn the course outcomes? This must be presented in an organized, accessible, and readily apparent format.</td>
</tr>
<tr>
<td>Tools</td>
<td>These include Learning Hub tools built into the Andrews University Learning Hub, other online collaborative technologies, etc. Tools are selected based on how students can best achieve their learning outcomes through various activities and assessments.</td>
</tr>
</tbody>
</table>

Time-Based Storyboard Framework

<table>
<thead>
<tr>
<th>Dates</th>
<th>Measurable Outcomes</th>
<th>Assessment</th>
<th>Activities &amp; Assignments</th>
<th>Content</th>
<th>Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Conceptual Storyboard Framework

Concepts are used where the textbook has 6 to 8 chapters instead of 15-16. Or where there are less than 10 big concepts. Or where there are 20-30 concepts.

<table>
<thead>
<tr>
<th>Weeks / Dates</th>
<th>Measurable Outcomes</th>
<th>Assessment</th>
<th>Activities &amp; Assignments</th>
<th>Content</th>
<th>Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concept 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Project-based Storyboard Framework

Project-based courses are organized around one or more big projects or real-world experiences. This Storyboard Framework is partially completed to show how it could be organized.

<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Essay #1</th>
<th>Essay #2</th>
<th>Essay #3</th>
<th>Other Supporting Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measurable Outcomes</td>
<td>Draft Essay</td>
<td>Peer critiques</td>
<td>Final Essay</td>
<td>Library scavenger hunt</td>
</tr>
<tr>
<td>Assessments</td>
<td>MLA lesson</td>
<td>Evaluate online sources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activities &amp; Assignments</td>
<td>Use library resources to support writing.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tools</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Syllabus Review

- Is there clear contact information for the instructor, with at least two contact methods? Does the syllabus include how soon the student can expect answers to emails and feedback on assignments?
- Is the textbook listed completely?
- Are all the template sections included?
- Are there both program level and course learning outcomes?
- Are the outcomes measurable? (If supplied by the department, the adjunct may not be able to change them)
- Is there alignment between outcomes, activities, readings, and assessments?
- Is the credit hour explanation written in student-friendly language?
- Are the discussion expectations thoughtful and appropriate?
- Is it clear how the students will meet the learning outcomes?
- Is it clear how the learning activities support the learning outcomes?
- Do the course policies include grading, academic honesty, and ADA accommodation?
- Are there clear descriptions of how students are assessed, include rubrics where applicable?

Example of the Syllabus Schedule (from the syllabus template document)

**Schedule:**

All times in the schedule are for the U.S. Eastern Time Zone.

<table>
<thead>
<tr>
<th>Week</th>
<th>Module</th>
<th>Topic</th>
<th>Readings</th>
<th>Activities and Assignments (Times in Eastern)</th>
</tr>
</thead>
</table>
| Week 1: June 9 - June 15 | 1 Analytical Methods of Writing and Reading | Analytical Techniques for Writing; Synthesizing Reading Techniques | Lesson 1 Chapter 1-7 | **Due Wed at 11:55 pm:**
|            |                                             |                                                         |                        | Introductions and Writing Background                                               |
|            |                                             |                                                         |                        | **Due Sun at 11:55 pm:**
|            |                                             |                                                         |                        | Writing Space Photo                                                                |
|            |                                             |                                                         |                        | Journal 1                                                                          |
|            |                                             |                                                         |                        | Journal 2                                                                          |
|            |                                             |                                                         |                        | Journal 3                                                                          |
|            |                                             |                                                         |                        | Work on Essay 1                                                                   |
| Week 2: June 16 - June 22 | 2 Using Evidence and Evolving Claims | Writing Analytical Essays | Lesson 2 Chapters 8, 10, and 11 | **Due Wed at 11:55 pm:**
|            |                                             |                                                         |                        | Reflect on Week 1                                                                  |
|            |                                             |                                                         |                        | Essay 1 Draft                                                                     |
|            |                                             |                                                         |                        | **Due Sun at 11:55 pm:**
|            |                                             |                                                         |                        | Journal 4                                                                         |
|            |                                             |                                                         |                        | Journal 5                                                                         |
|            |                                             |                                                         |                        | Essay 1 Peer Critique                                                             |
Discussion Forum: Background in Online Courses

Discussion boards are the most customizable tool within Learning Hub. This tool can be used for a variety of teaching strategies that can meet six of the Andrews University Standards for Online Classes.

- Critical Thinking
- Student Reflection
- Faculty Presence
- Learning Community
- Stimulating Learning Experiences
- Assessment

The discussion board tool can be used in a variety of instructional formats.

<table>
<thead>
<tr>
<th>Discussions</th>
<th>Case Studies</th>
<th>Faculty Office</th>
<th>Portraits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role Plays</td>
<td>White Paper</td>
<td>Student Center</td>
<td>Interviews</td>
</tr>
<tr>
<td>Group Work</td>
<td>Analysis</td>
<td>Peer Review</td>
<td>Polling</td>
</tr>
<tr>
<td>Literature Circles</td>
<td>Class Introductions</td>
<td>Jigsaw Teaching</td>
<td>Debates</td>
</tr>
</tbody>
</table>

Four Mental Models of Bulletin Board Posting The following chart offers guidelines to discussion postings. The more to the right students are in posting, the higher quality of the discussions.

<table>
<thead>
<tr>
<th>Mental Model</th>
<th>Posting</th>
<th>Questioning</th>
<th>Reflecting / Connecting</th>
<th>Dialoguing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition</td>
<td>Students post a message as if submitting an assignment - often repeating what has already been said - and don't respond to others.</td>
<td>Students ask questions but often they aren't connected with what others have said - students don't engender a response.</td>
<td>Students respond to what others have said – using their name or quoting them - sharing personal experience(s) and metaphor(s) to further explain their viewpoint.</td>
<td>Students are present in the discussion - listening, asking for clarification, sharing experiences, affirming others, and extending the conversation.</td>
</tr>
</tbody>
</table>

Based on S. Freed, “Metaphors and Reflective Dialogue Online” in New Horizons in Adult Education.
Types of Interactions

- **Initial Post:** A good first post increases students’ scores by incorporating chapter readings, lectures, and their own carefully crafted thoughts about the case.
- **Shared Discussion:** Raise questions. Students demonstrate having done the course reading and read others’ posts by generating solid questions about their posts. Students raise questions to generate dialog.
- **Disagree or Agree:** Talking to each other, comparing contrasting ideas and concepts.
- **Full Dialogue:** It generates thought and leads to the engagement of others and their ideas. This dialogue leads to fuller understanding of options and a broader, more comprehensive understanding of the case.

Note for Self-Paced Courses

In self-paced courses, we still use the discussion forum, but we call it a blog. It’s less discussion, because the students in the course start at different times and progress at different paces. The instructor responds to students to encourage them, and students can read the posts of previous students in the class.

The most common format we have been using is to have students respond to more questions per blog, and not to require students to respond to each other.

A different idea would be to have a small number of forums that can be used at any point in the course. Students can interact with peers in the course, even if they are at different points in the class.

**Discussion Forum: Planning Guide**

1. **Instructional Strategy**
   Decide how you will use the discussion forum. Role play? Peer Review? Small group discussion? Will you use the discussion forum mainly for learning community or for significant academic interaction? This will dictate the required nature of peer responses. Do they need to share experiences, cite academic sources, or both? Some academic content is difficult to discuss or do group work with; in this case, how do you provide for the “side conversations” that students have outside and around the classroom?

2. **Grading Policy**
   What weight will the discussion forum have in your grading system? How will you grade students’ participation? How frequently should they post? Do they have to initiate any discussions? When do the boards open and close?

3. **Student Interactions**
   How will the students know how to interact? If using small groups, how will they find their group? Do they have to use certain formatting when referencing sources? Do they need to weave multiple students’ replies into a cohesive summary or response?

4. **Assessment Rubric**
   This rubric should clearly delineate points for specific types of interactions. Be sure to include information on frequency, quality, and the required nature of responses to peers.
Sample of Discussion Forum Requirements

**Introduction for Students:** In order to have meaningful discussions in which you are engaged, these guidelines will help you understand what it is you are supposed to do when participating in discussion forums. The idea of all this is to make you think critically, and apply what you are learning to real-life situations to help you learn.

**Grading Standards**
The rubric used to grade the weekly discussion questions is posted below. Each discussion question will be worth 50 points.

**Student Participation Expectations**
- When you post your answer to a discussion question, include examples and information that back up the statements you are making.
- Some discussion questions may ask you to apply what you’ve learned, in which case you will need to share examples from your experiences that pertain to the topic being discussed. When you answer the questions, be able to support your answer.
- Everyone is required to respond to at least two classmates’ posts for each discussion question. Simply typing “I agree” is not a suitable response, and points will be deducted. You should try to engage further discussion by asking further questions of the person to whom you are responding.
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceptional</th>
<th>Very Good</th>
<th>Acceptable</th>
<th>Needs Improvement</th>
<th>No Submission</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency &amp; Quantity</td>
<td>(10 points)</td>
<td>(8 points)</td>
<td>(7 points)</td>
<td>(6 points)</td>
<td>(0 points)</td>
</tr>
<tr>
<td>3 or more posts EACH</td>
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<td></td>
<td></td>
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<td>week.</td>
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<tr>
<td>Quality</td>
<td>(15 points)</td>
<td>(12 points)</td>
<td>(10.5 points)</td>
<td>(9 points)</td>
<td>(0 points)</td>
</tr>
<tr>
<td>All posts use course</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>terms and concepts</td>
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<tr>
<td>accurately, focus on the</td>
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<td>topic, and show critical</td>
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<tr>
<td>thinking.</td>
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<tr>
<td>Community</td>
<td>(15 points)</td>
<td>(12 points)</td>
<td>(10.5 points)</td>
<td>(9 points)</td>
<td>(0 points)</td>
</tr>
<tr>
<td>All posts acknowledge</td>
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<tr>
<td>posts of others and</td>
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<tr>
<td>expand the discussion</td>
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<tr>
<td>using examples from</td>
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<tr>
<td>reading, Web research,</td>
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<tr>
<td>or personal experience</td>
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<td>as appropriate.</td>
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<td></td>
</tr>
<tr>
<td>Citation</td>
<td>(5 points)</td>
<td>(4 points)</td>
<td>(3.5 points)</td>
<td>(0 points)</td>
<td>(0 points)</td>
</tr>
<tr>
<td>All posts use accurate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>citation in APA format</td>
<td></td>
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<td>where appropriate.</td>
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<td></td>
</tr>
<tr>
<td>Length</td>
<td>(5 points)</td>
<td>(4 points)</td>
<td>(3.5 points)</td>
<td>(3 points)</td>
<td>(0 points)</td>
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<tr>
<td>All posts are a</td>
<td></td>
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<tr>
<td>reasonable length</td>
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<td>(100-300 words).</td>
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</tbody>
</table>
Learning Hub Overview and Online Help
On the School of Distance Education (SDE) website, you will find many guides to assist you with tools used within Learning Hub.

Learning Hub Guides
- General
- Student
- iClickers
- Access Help Guide
- Assignments
- Making Quizzes
- Gradebook
- Grading
- Attendance
- Panopto
- Creating a Link in a Learning Hub wiki

Panopto
- Student Support

Educational Technology Guides
- TurnItIn – Instructor
- TurnItIn – Student Help
Technology Tools to Support Online Instruction

This chart will give you some ideas of what types of learning materials and activities you can use in your online course. If you don’t see your idea listed, that doesn’t mean it can’t be done! Discuss further with your instructional facilitator.

<table>
<thead>
<tr>
<th>Category</th>
<th>Sample Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities (Group)</td>
<td>For forums to discuss reading, case studies, to role play, debate, or participate in a simulation or game. For forums for building learning community. For forums to discuss content in relationship to a Christian point of view. For forums for students to share links of self-created videos with the class. Live real-time interaction via AdobeConnect. Small group interaction via Skype or GoogleHangout. Small group interaction via forums. Blog or forum for reflection. Poll students.</td>
</tr>
<tr>
<td>Activities (Individual)</td>
<td>Online text assignment for students to write within Learning Hub instead of uploading a file. Offline assignment for students to do something offline and report back. Blog for individualized mini-course portfolio. Self-check understanding via an autograded quiz. Record video presentation or skit via Panopto.</td>
</tr>
<tr>
<td>Activities (management and logistics)</td>
<td>Embed interactive activities into your course: <a href="https://www.edu-apps.org/">https://www.edu-apps.org/</a>. Use Learning Hub to manage students signing up for conferences with the teacher. Submit assignments, Word files, videos, images, etc. to a dropbox. Use a group dropbox in Learning Hub or GoogleDocs to have small groups collaborate on creation of a document.</td>
</tr>
<tr>
<td>Assessments</td>
<td>Rubrics. Quizzes (timed, randomized questions, question banks). Exams (proctored, timed, randomized questions, question banks). TurnItIn for plagiarism checking.</td>
</tr>
<tr>
<td>Content Presentation</td>
<td>Video lectures via Panopto, video streaming. Video lectures via YouTube, Vimeo, TEDTalks, and other sources. Audio and PowerPoint lectures via Panopto streaming. Links to websites, primary source materials, resources, etc. Links to library articles. PDF or web page lessons. Academic journals’ RSS feed integrated into a Learning Hub block.</td>
</tr>
</tbody>
</table>
Lesson Template

The lesson gives an overview of the week (see example at the right), topic, or module, and provides direction and focus to the students. In some ways, it is similar to the overview of content that you give students in a face-to-face class. You remind them of required readings, assignments, and provide the “why” for studying this particular content. The lesson should have the following components. The length of the introduction and assignment detail may vary based on other content in the course: detailed assignment directions, video lectures, etc.

1. Introduction. This should provide students with an overview of the content, and provide motivation, inspiration, and rationale for the need of this content. Explain how this connects to real-world skills and competencies as appropriate.
2. Learning Outcomes. The learning outcomes for this lesson should be aligned with at least one course outcome.
3. Assigned Readings. We recommend a bulleted list of readings, videos to watch, resources to access, etc.
4. Assignment List. The assignment names should match the item names in Learning Hub. Full detail can be provided here; or it can be a short overview; or just the name. Full detail at a minimum must be in the place in Learning Hub where the students submit the assignment.
How to Prepare Materials for Submission to DLiT

In order to facilitate the development of your course, materials should be provided to the DLiT offices in the following structure and format. Pay careful attention to which materials should be in one file and which should be created in separate files. Assignments and Discussions for the entire course should each be placed in ONE file. Each quiz should be created in a separate Word file and placed within the Quizzes folder.

Video Recordings
Create any recordings and save them into Panopto. All recordings will be placed in the development site for the course unless otherwise requested. Name each recording with the course and the Module or Week number. i.e. HIST 117 Module 1 Video.

Assignments: Dropbox, Paper, Essay
Please submit all the assignments in one Word file following this template. Include specific instructions for the student as well as information on how the assignment will be graded.

Assignment 1
- Plain dropbox or TurnItIn for plagiarism checking?
- Assignment opens to student to see when?
- Assignment due when?
- How many files can they submit?
- Can they submit more than once or just one time?
Assignment text description
Rubric (if applicable)

Discussion Forums
Please submit all of the discussion forums in one Word file following this template:

Discussion 1:
- Do you want students to see each other’s responses before they write their own? Yes/No
- Do you want students in subgroups or the whole class in the same discussion space?
- Discussion instructions: i.e. how many responses, when the first post is due, etc.
Discussion questions
Discussion rubric: (include at the end of the file)

Lessons
Write the lesson content in Learning Hub in each week or module’s Lesson page template which was created for you.

Quizzes or Quiz Assignments or Exams:
Please submit each quiz as a separate Word file in the Quizzes folder. Name them Quiz 1, Quiz 2, etc. The questions should be organized by type. (i.e. All of the multiple choice, then the True/False, etc.)

The following questions must be answered for each quiz, unless these settings are the same for all the quizzes and exams in the course.
Quiz 1:
- Quiz/exam is open for students to see when?
- Quiz/exam is due when?
- How long should students have to complete the quiz?
- Can they try again? How many times?
- Are they allowed to use their course materials to answer the quiz or not?
- Should they be presented with all of the questions or a random subset? If random, how many of each question type do you want?
- When do you want students to see the answers?

Learning Hub can take questions of these types. Please format them as shown in the examples. Correct answers should be indicated with an *.

<table>
<thead>
<tr>
<th><strong>True/False</strong></th>
<th><strong>Multiple Choice</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type:</strong> TF</td>
<td><strong>Type:</strong> MC</td>
</tr>
<tr>
<td><strong>Points:</strong> 1</td>
<td><strong>Points:</strong> 1</td>
</tr>
<tr>
<td>1. The Beowulf poem was composed by a group of authors around A.D. 700.</td>
<td>1. The early warriors believed that life was <em>A. somber and transitory.</em></td>
</tr>
<tr>
<td>a. True</td>
<td>B. easy and exciting.</td>
</tr>
<tr>
<td>*b. False</td>
<td>C. eternal and good.</td>
</tr>
<tr>
<td></td>
<td>D. futile and despairing.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Short Answer</strong></th>
<th><strong>Matching</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type:</strong> SA</td>
<td><strong>Note:</strong> This example uses matching for putting items in order.</td>
</tr>
<tr>
<td><strong>Points:</strong> 1</td>
<td><strong>Type:</strong> MT</td>
</tr>
<tr>
<td>1. What institution provided continuity throughout the historical, social, and linguistic changes of this time period?</td>
<td><strong>Points:</strong> 7</td>
</tr>
<tr>
<td>a. The Roman Catholic Church</td>
<td>1. NUMBERING - Order the seven last plagues chronologically from 1 to 7.</td>
</tr>
<tr>
<td></td>
<td>a. SUN: Scorching heat = 4</td>
</tr>
<tr>
<td></td>
<td>b. SEA: Blood = 2</td>
</tr>
<tr>
<td></td>
<td>c. AIR: Hailstones = 7</td>
</tr>
<tr>
<td></td>
<td>d. RIVERS: Blood = 3</td>
</tr>
<tr>
<td></td>
<td>e. EARTH: Sores = 1</td>
</tr>
<tr>
<td></td>
<td>f. RIVER EUPHRATES: God battles nations = 6</td>
</tr>
<tr>
<td></td>
<td>g. BEAST'S THRONE: Painful darkness = 5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Essay</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type:</strong> E</td>
</tr>
<tr>
<td><strong>Points:</strong> 10</td>
</tr>
</tbody>
</table>

1. Considering both texts that you have read for this lesson, what “moral truths” are apparent? In other words, what lessons can be learned from these stories? Do you think that these moral truths have anything to do with why these texts are important and are still widely read today? Support your answer with appropriate quotations from the texts (include page or line numbers).

a. Answers will most likely vary widely, but some obvious choices could be based on the following quotations: From “Dream of the Rood”: “. . . everyday I look forward to when the Lord’s Cross that I beheld here on earth will fetch me from this short life and bring me then where joy is great . . . where bliss is eternal” (page 28), “Hope was renewed, with joys and with
bliss, to those who endure the fire” (page 28). From Beowulf: “Behavior that’s admired is the path to power among people everywhere” (lines 24-25), “Almighty God rules over mankind and always has” (lines 701-702), “Often when one man follows his own will many are hurt . . .” (line 3077).

One other matching example is that this one is clearer – but it isn’t coded right
Based on your reading of Isaiah, write the letter of the Scripture reference in Isaiah where the following Messianic prophecies are found. Letters may be used more than once. Not all letters will be used. (9 points)

*E  Rejection by Jews  
H  Christ’s Crucifixion  
D  Christ’s Scourging  
A  Virgin Birth  
F  Silence under Accusation  
B  Ministry in Galilee  
H  Christ’s Prayer for His Enemies  
I  Nature of Christ’s Ministry  
G  Buried with the Rich

a. Isaiah 7:14
b. Isaiah 9:1,2
c. Isaiah 49:3
d. Isaiah 50:6
e. Isaiah 53:3
f. Isaiah 53:7
g. Isaiah 53:9
h. Isaiah 53:12
i. Isaiah 61:1
Checklists
Getting Started Meeting

Communication Before

- Email: Associate Dean ensures that all necessary department approvals have been obtained for consortium classes, as well as sample syllabi or required learning outcomes.
- Email: Meeting called/organized/scheduled by Instructional Designer or Associate Dean, includes the IF and Course Author

Meeting Topics

1) Introductions
   a) Introduce development team
   b) Their background on teaching f2f and teaching online and teaching the content (see interview questions)

2) Course Development Process
   a) Overview
   b) Set deadlines
   c) Schedule Learning Design Meeting
   d) Decide on training: Online Learning Consortium training, etc.

3) Getting Started
   a) Discuss the course author’s ideas and thoughts and experiences on teaching online (correct assumptions, etc.)
   b) Talk to the course author about audiences: international market; adult learner, practical; project-based; public university students, etc.
   c) Discuss textbook and textbook publisher materials
   d) Discuss integration of faith & learning

Communication After

- Assoc Dean emails Course Manager with specs for the contract (deadlines, payment amount)
- Course Manager sends the contract to course author & SDE Business Manager
- CONSORTIUM ONLY: IF confirms textbook ISBN with Course Author and sends in writing to Assoc Dean. Assoc Dean sends textbook to consortium partners for approval and updates CRM when approved.
- Course Manager signs up the Course Author for the Mailchimp emails to come on a weekday
- IF sends the Course Author information on how to sign up for Online Learning Consortium training (email assocdeanonline@andrews.edu), & recommends a specific training session or two from the workshop list
• Course Manager sets up dropbox from SDEcoursedev account and invites Course Author (IF & ID accesses via the SDEcoursedev dropbox account)
• IF puts the deadlines from the contract on their calendar to help keep the course author on track.

Getting Started Course Author Assessment

The purpose of the getting started meeting is to gauge the technology and teaching skills of course authors. We are trying to ascertain comfort with technology, pedagogical philosophy, and enthusiasm or reluctance for teaching online. The better baseline we have the better we can customize and support for our course authors to develop quality online courses for Andrews University students.

<p>| | |</p>
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<thead>
<tr>
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<tbody>
<tr>
<td><strong>Y/N</strong></td>
<td><strong>Notes</strong></td>
</tr>
<tr>
<td>1. Have you ever taught a course using Moodle or another learning management system (LMS) before?</td>
<td></td>
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<tr>
<td>2. Describe your online teaching experience. List any specific successes or challenges faced by you as an instructor.</td>
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</tr>
<tr>
<td>3. What are some specific student successes you have facilitated in a previous online course? What technologies or learning strategies supported those?</td>
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<tr>
<td>4. Have you created or modified content and media for use in an online course environment? Give 2-3 examples.</td>
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<tr>
<td>5. On a scale of 1-10 with 1 being a complete novice and 10 being expert, how would you rate your technology skills?</td>
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<tr>
<td>6. Have you ever participated in an online class as a student? What worked well for you as a student? What annoyed you as a student?</td>
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<tr>
<td>7. What are you most worried about when converting your class/content from a face-to-face class to an online class? (Listen for parts that they think cannot be taught effectively online, make notes of it and promise to revisit this in the pre-development stage of the process.)</td>
<td></td>
</tr>
<tr>
<td>8. Have you ever taught this course in a face-to-face environment? (If no, there will need to be more guidance on</td>
<td></td>
</tr>
</tbody>
</table>
building the learning design for the course, so plan for additional time and meetings.)

| 9. Have they taught any college courses face to face before? (This needs to be discovered subtly, maybe from reading their CV instead of asking them. If they have not taught before, additional support for instructional design will be needed.) |

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### Learning Design Meeting

**Communication Before**

- IF initiates scheduling the meeting with the course author.

**Meeting Topics**

1. Discuss assignments, learning outcomes, and assessments and methods.
2. Verify alignment and adherence to AU standards for online courses.
3. Introduce storyboard options to select organization method.
4. How to create lessons (give examples).
5. Discuss if a meeting with the library staff is needed. (IF facilitates and makes sure this happens.)
6. Discuss integration of faith and learning.
7. Review standard language for online classes that needs to be included in the syllabus.
8. Does the syllabus have the required “look” if one exists?
9. Think through student introductions. How to accomplish that?
10. How to “be present” online.
11. Set due date for draft syllabus. Content to be approved by departments (adjuncts and consortium course authors).

**Communication After**

- **Storyboard**
  - IF sends an email to the Course Author with the selected Storyboard Framework template and any needed resources to support completing it.
  - Course Author submits their completed Storyboard Framework.
  - IF emails approval of the Storyboard Framework or schedules a meeting to discuss more.
- **Syllabus**
  - IF provides the Course Author with the Syllabus template.
  - Course Author submits the Draft Syllabus to the IF.
  - IF emails Course Author approval, or feedback, or schedules a meeting to review the Draft Syllabus as needed.
  - For CONSORTIUM ONLY, IF sends Draft Syllabus to Assoc Dean for Consortium partner approval.
• IF submits the Draft Syllabus to the Course Manager.
• IF researches the best tools and resources to support the learning design.
• Notes: Make sure that Course Manager has textbook information and a copy of the syllabus.
Technology and Tools

Before the Meeting

- IF initiates scheduling the meeting
- IF emails Course Manager that it’s time for the LH site setup
  - Course Manager’s team sets up LH site: Blocks and headers etc.
  - Course Manager’s team sets up Lesson page shells from the syllabus.
- Course Manager sends the LH site & login information to the IF

Meeting Topics

1) Introduction to LearningHub. What type of questions within Learning Hub?
2) Course Author logs into LearningHub
3) Tools for communicating regularly with students (Notes From Your Instructor Forum; General Questions Forum; Online Chapel Forum; Content forums; Message tool; Email; Live meeting tools such as Skype or AdobeConnect; Panopto for weekly video messages
4) Research multimedia options and tools
5) Share resources and discuss technology and tools needed.
6) Review instructional strategies and recommend online learning structures.
7) Determine additional technology tools if needed.
8) Review accessibility issues related to online learning.
9) Instructions for writing lessons. Show authors how these will look within a Learning Hub course.

After the Meeting

- Course Author completes edits to syllabus as needed and submits to IF.
- IF sends an email to the Course Author with the resources needed for the next step:
  a. Sample lesson
  b. Reminder of how to edit lessons
  c. Link to DLiT quick reference guides: http://www.andrews.edu/distance/dlit/
  d. Link to the course dev support site in LearningHub
- Course Author tells IF when Lessons are completed.
- IF reviews the lesson and compares with Andrews University Standards. As needed, discuss areas for improvement. Review and adjust with the author the quality and usability of the lessons.
Formal Assessments

Before the Meeting

- IF initiates scheduling the meeting.
- IF should review alignment of outcomes and assessment ideas in the Storyboard.

Meeting Topics

1) What formal assessments will be used within the course?
2) How will they be graded?
3) Are they proctored? Explain exam proctoring and Turnitin or live oral presentations for verifying student identity. Federal requirements require that we verify the identity of students in our online courses. Exam proctoring is the gold standard for identity verification. Email dlit@andrews.edu for assistance on arranging exam proctoring. If you do not have exams in your course, using Turnitin for projects and papers is strongly recommended. You may choose whether or not to mention Turnitin in your syllabus. Another option is student video presentations for final projects.
4) Is there a rubric?
5) Are reviews available? Midterm? Final?
6) Are the formal assessments aligned to the learning objectives?
7) Training on Turnitin, LearningHub
8) Provide and review template for submitting exams/quizzes.

Communication AFTER:

- IF sends an email to the Course Author with the resources needed for the next step:
  o Tailored resources for the assessments desired
  o Reminder of how to submit assessments
  o Links to the standard tips & resources as they apply to the Course Author’s work
  o Reminder of when assessments are due
- Course Author submits the Assessments via Dropbox.
- IF reviews, provides feedback and changes as needed. Schedule a meeting if needed.
- IF approves, and sends to Course Manager’s team to put in LearningHub.
- Course Manager moves files from dropbox to 1880 for processing.

Learning Engagement

Communication Before

- IF initiates scheduling the meeting.
- IF reviews the syllabus, storyboard and assessments to familiarize themselves with the learning engagement in the course, and reviews potential technology tools to support the learning engagement.

Meeting Topics

1) Discussion Forums
   a) Effective questions or group structures
b) Setting expectations

c) Creating effective questions to evoke thoughtful discussions

2) Alignment to learning objectives.

3) How to select specific components that work with activities. (ie simulations, group work, modeling, research, projects, case studies)

4) How to select appropriate technology tool to accomplish learning outcomes and to create maximum engagement for the students.

5) Teach whatever technology tools course author needs assistance with.

Communication AFTER:

- IF sends an email to the Course Author with the resources needed for the next step:
  - Tailored resources for the learning activities desired
  - Reminder of how to submit learning activities
  - Links to the standard tips & resources as they apply to the Course Author’s work
  - Reminder of when learning activities are due
- Course Author submits the Learning Activities via Dropbox.
- IF reviews, provides feedback and changes as needed. Schedule a meeting if needed.
- IF approves, and sends to Course Manager’s team to put in LearningHub.
- Course Manager moves files from dropbox to 1880 for processing.

Content Creation

Communication Before

- IF initiates scheduling the meeting.
- IF reviews the syllabus, storyboard and previous components to familiarize themselves with the content needed in the course, and reviews potential technology resources to support the content presentation.

Meeting Topics

1) Alignment to learning outcomes
2) Check for copyright challenges.
3) How to find additional educational resources online (ask a librarian)
4) Training for Panopto, if needed. Follow these steps in training:
   a) How does it work? Tutorial.
   b) Have the course author create a short demo. Review for quality of lighting and sound.
   c) Approval for continuing recordings or retrain/adjust as needed to create quality recordings.

Communication AFTER:

- IF sends an email to the Course Author with the resources needed for the next step:
  - Tailored resources for the content presentation desired
  - Reminder of how to submit content presentations
  - Links to the standard tips & resources as they apply to the Course Author’s work
  - Reminder of when content components are due
• Course Author submits the Content via Dropbox.
• IF reviews, provides feedback and changes as needed. Schedule a meeting if needed.
• IF approves, and sends to Course Manager’s team to put in LearningHub.
• Course Manager moves files from dropbox to 1880 for processing.
• The Assoc Dean will request library assistance with copyright permissions that need to be obtained.

## Course Material Verification by IF

### Communication Before

- Course Author has turned in everything.
- IF reviews all the materials to ensure completion & meeting the standards.

### IF reviews:

- Are the materials organized into these folders: Assignments, Discussions (or Blogs for self-paced), Lessons, Overviews, and Quizzes?
- Are the Lessons named to match the Storyboard Framework? Do the lessons have the required components (Introduction, Outcomes, Readings, Assignments)?
- If Panopto was used, are the video recordings named with the module or week number and course code? Are the video recordings in the proper folder for the course?
- Are the assignments in one Word file according to specifications?
- Are the discussion forums in one Word file with the specifications included?
- Are the quizzes each in a separate file with the specifications included?
- Are all the components by the Course Author entered in LearningHub? Is the course missing anything?

### Communication After

- IF sends an email to the Course Manager
  - The materials are ready for production
  - The Course Author may be paid
  - The Course Manager also processes the 1st payment for the IF (if appropriate).
- Course Manager communicates with student workers setting up the LH course site.
- Course Manager communicates with the IF on any clarification needed.
- Course Manager sends the course to the editor as well as the editing contract.
- IF reviews edit document before implementing.
- After edits are completed, Course Manager informs the IF, who then completes the Pre-Launch IF checklist.
Editor Final Check lists

- **Interactive Course Editor Checklist**
  - **Widgets**
    - **Top Left**
      - Course Support Contacts
      - Activities
        - Go to each type of graded item and make sure the dates attached to any test, quiz, assignment project, etc. match the end day of the week for the course.
        - Example: A course that has a Sunday – Friday week will have Discussions typically due on Wednesday at 11:55 pm EST, 2nd response to Discussions AND all other assignments due on Friday at 5 pm EST; A course that has a Monday – Sunday week will have Discussions typically due on Wednesday at 11:55 pm EST, 2nd response to Discussion AND all other assignments due on Sunday at 11:55 pm EST.
    - Navigation
    - Administration
    - Search Forums
  - **To Right**
    - Marking
    - Teacher Widget
      - Make sure there is a picture.
      - Make sure there is an e-mail address.
      - Compare this with what is in the syllabus for this teacher.
    - Dates & Deadlines
    - Calendar
    - Online Users
    - Messages
    - Course Availability
    - **Color**
      - Blue for AU only
      - Burgund for Consortium (Courses for AU, OU and/or WAU)
      - MPH has it’s unique look.
  - **Learning Hub**
    - **Top Portion** – review all sections for grammar, typos, etc.
      - Name of the course should be an AU name and code.
      - Welcome paragraph can be from the teacher, but most will be generic AND have the dates of the course included.
      - Either there will be News Forum or Notes from the Instructor BUT not both.
• Introduction Section
  o Meet the Teacher
  o Introduce Yourself
  o Other as put in by the teacher for this specific course.
• Orientation Section
  o Student Orientation
  o Plagiarism Lesson
  o Plagiarism Assignment
  o Other as put in by the teacher for this specific course.
• Course Overview Section
  o Syllabus (Example: FDNT 230 Interactive Syllabus)
  o Other as put in by the teacher for this specific course.
  o Exam Request Form

  ▪ Do the links and e-mails work?
  ▪ Is the Student Survey in the 3rd week of the course?
  ▪ Read through each LESSON, DROPBOX, QUIZ for
    • Clarity
    • Typographical including proper casing on names of lessons, assignments, assessments, etc.
    • Spelling
    • Other
  ▪ Read through each DISCUSSION for
    • Clarity
    • Typographical including proper casing on names of lessons, assignments, assessments, etc.
    • Spelling
    • Other
    • Make sure the name of the discussion includes the day and day/date and time for the 1st and 2nd posting.
  ▪ Is there a review for the midterm and final?
  o Syllabus (at the top of the course in LH)
    ▪ Read through for
      • Typographical including proper casing on names of lessons, assignments, assessments, etc.
      • Spelling
      • Formatting such as sizing, headings not being separated by a page from their text information
      • Make sure on top of the schedule in the syllabus and within LH there is a remark that all times are EST (Eastern Standard Time Zone)
    ▪ Make sure the copyright is in a textbox at the bottom of the last page in 8 t font and has the most up-to-date year.
    ▪ Do the links work (search @ and http to find all links)?
    ▪ Is there a course description?
    ▪ There shouldn’t be the word “suggested” used within the syllabus or any of the schedules.
    ▪ Compare syllabus schedule with the modules in Learning Hub
      • Module information matches
      • Names of assignments match
• Dates due match
  ▪ Compare syllabus grade book requirements with LH gradebook
• Dates should match the schedule for assignments.
• LH Categories/Times Tab (in grades) should have the same percentage weight as does the weight mentioned in the syllabus.

• **Self-Paced Course Editor Checklist**
  ○ **Widgets**
    ▪ Top Left
      • Course Support Contacts
      • Activities
        ○ Go to each type of graded item and make sure there are not any attached to any of the tests, quizzes, assignments, projects, etc.
      • Navigation
      • Administration
    ▪ Top Right
      • Marking
      • Teacher Widget
        ○ Make sure there is a picture.
        ○ Make sure there is an e-mail address—there should be nothing for the teacher in the syllabus to compare with as this is not interactive.
  ○ **Learning Hub**
    ○ Top portion – review all sections for grammar, typos, etc.
      • Name of the course should include the school(s) and name of the course with code. Consortium may have OU and WAU, with the AU course. Very seldom is there a WAU only course name.
      • Welcome paragraph is generic with no mention of any dates or interaction in the course.
      • Either there will be a News Form or Notes from the Instructor but there should never be both.
      • Introduction Section
        ○ Meet the Teacher
        ○ Introduce Yourself
        ○ Other as needed specific to this course.
    ○ Orientation Section
      ○ Student Orientation
      ○ Plagiarism Lesson
      ○ Plagiarism Assignment
      ○ Other as needed specific to this course
- Course Overview Section
  - Syllabus (Example: FDNT 230 Self-Paced Syllabus)
  - 8 week AND 16 week schedules
  - Other as needed specific to this course.
  - Exam Request Form
- Do the Links work?
- Is the student survey in the course (approximately Module 3)
- Reading through each LESSON, DROPBOX, and QUIZ for
  - Clarity
  - Typographical—proper casing on name of lesson, assignments, assessments, etc.
  - Spelling
  - Other
- Read through each blog for
  - Clarity
  - Typographical—proper casing on name of lesson, assignments, assessments, etc.
  - Spelling
  - Other
- Is there a review for the midterm and final?
  - Syllabus (at the top of the course in LH)
    - Read through for
      - Typographical including proper casing on names of lessons, assignments, assessments, etc.
      - Spelling
      - Formatting such as sizing, headings not being separated by a page from their text information
    - Make sure the copyright is in a textbox at the bottom of the last page in 18 pt font and has the most up to date year.
    - Do the links work (search @ and http to find all links)?
    - Is there a course description?
    - There shouldn’t be the word “suggested” used within the syllabus or schedules.
    - Compare syllabus schedules with the schedules (8 and 16 week) in Learning Hub.
    - Compare syllabus schedule with the modules in Learning Hub
      - Module information matches
      - Names of assignments match
    - Compare syllabus grade book requirements with LH gradebook.
      - LH Categories/Items Tab (in grades) should have the same percentage weight as does the weight mentioned in the syllabus.
Course Pre-launch Meeting

Communication Before
- Course Manager informs IF that the editing is complete, and it’s time for pre-launch.
- IF initiates scheduling the meeting with Course Author

Meeting Topics

1) IF and Course Author talk over all the course components (course setup, navigation, assignment settings, assessment settings, syllabus) to ensure we are ready to go.
   a) Check that exams have passwords and exam request form is included.
   b) Is the gradebook set up correctly and matching the syllabus?
      IF and Course Author release the course to the students (Edit Settings, Show).
2) IF explains the online review process.
3) IF provides an overview on how to do basic things in Moodle:
   a) send welcome & weekly emails to students via the Notes from Your Instructor
   b) participate in and grade discussions
   c) grade assignments
   d) hiding and unhiding items (if applicable)
   e) common issues that happen and how to solve them
      i) Common issues include: how to open up a quiz or dropbox for late work submission;
      ii) how to change the dates on an assignment or quiz if needed;
      iii) how to tell students where to find the grades (Moodle tutorial video);
      iv) how to watch for a manually overridden grade item & how to fix it.
4) IF determines if the course author is able to make any minor edits course content and teaches the course author how; OR tells them how to submit edits to sdecoursedev@andrews.edu. The course author should NOT edit DATES in the course as those have been checked and rechecked in multiple locations with an editor. Course authors might not change the date everywhere (syllabus, assignments, lesson pages, etc.). Consortium adjuncts and other adjuncts should NOT be taught how to edit anything. If AU full time faculty make adjustments, matching adjustments need to be made to the syllabus and a copy of the syllabus needs to be copied to the 1880 drive.

Communication After

- IF sends a link to the course author for the online review form.
- IF reminds Associate Dean to add the course author to the 20 Day Challenge to Teaching Interactive Online email training
- For Consortium courses, IF tells Course Manager and Associate Dean that the course is ready for Launch Sequence.
Launch Monitoring for Interactive Courses

What To Do
On the 3rd or 4th day after the course starts, check for the following:

- Did the Instructor send a welcome email to students via the Notes to the Instructor? (They might also have sent it via email.)
- Look into the student introductions forum: is the professor welcoming the students? Preferably individually.
- Look at the Users list. Has everyone logged in? Does the professor need assistance solving student access issues?
- Did the professor login within the last 24 hours? They should be logging in daily in the first week of class.
- Are they using the Notes from Your Instructor forum goes to the students’ Andrews email as well as the Learning Hub forum? (Some professors use email for their weekly emails; but it’s good to encourage them to post here because students can find it here even if the email got lost in cyberspace. (It also allows us to check if they are doing it; and allows us to check for a friendly tone.)
- Week 1: IF communicates with instructor:
  - Regarding any issues from above
  - Reminder on how to manage class lists
  - How to tell students about time zones and when things are due

Weekly for the 3-4 weeks after the course starts, check for the following:

- Check if the professor is caught up on the first’ week of grading
- Check for instructor’s feedback – are feedback and comments provided to students in the quiz and assignment tools?
- Check the Notes from Your Instructor encourage the instructor to use the forum. Determine how the instructor is communicating with the students.
- Assess instructor’s presence in the course. Remind the instructor to maintain a strong presence in the class.
- Check 20% survey for problems to ascertain students’ satisfaction.

A few weeks before the midterm: how exam processing works, if the course has a proctored exam

Towards the end: A reminder on deadlines, last day to withdraw with a W on the transcript, incomplete policy

Towards the end: a reminder of how Andrews course evaluations work and how to increase their response rate

Communication After

- In a Tuesday meeting with IFs, share a status report on the course.
Course Review Meeting

Communication Before

- Associate Dean’s graduate student sets up the 20% student survey in the course; communicates with instructors; and collects the feedback.
- Associate Dean’s graduate student organizes and collects the 2 external reviews and provides feedback to the course author and CCs the IF.
- Associate Dean’s office reminds Course Author (if necessary) to complete their Self-Review.
- IF reviews the 20% survey results and intervenes as needed.
- IF schedules a meeting with the Course Author/Instructor to review the student & external reviewer feedback; as well as how the course is going so far.

Meeting Topics

1) Results of formal online review process.
2) 20% survey feedback.
3) Course author and instructional facilitator meet to review student feedback and compare self with external feedback.
4) Decide if changes need to be made and if they need to be made now or can they be made in second iteration of course.

Communication After

- The IF emails the course author with any follow up or supporting resources necessary for what was discussed.
- The IF emails the Course Manager with any necessary edits or adjustments to the course that our team is doing vs. the Course Author.

Course Evaluation Meeting

Communication Before

After grades are entered (due the Wed after the class ends), and course evaluations are sent to teachers (could be a month or so after the course ends), the IF schedules a debrief meeting with the Course Author.

Meeting Topics

1) What worked? What didn’t?
2) What other technologies might you add or delete?
3) What did you like? What do you wonder?
4) Course authors will evaluation and provide feedback to the quality, quantity, and timeliness of the support they received from DLiT.

Communication After

- IF lets the Course Manager know they are done with a written summary of the debrief meeting, Course Manager processes 2nd payment to IF if on contract.
• IF thanks the Course Author and sends the link to the online Course Development Process Evaluation.

Other Meetings
• IFs, Instructional Designer, Course Manager and Associate Dean meet twice a month to review progress and issues